**MLA/Credible Sources (App. 1 Day)**

Students will continue researching the events surrounding the Civil Rights Movement and the Vietnam War. The class will be split into groups where students take on the roles of documentary and play producers based on these two topics. Students will share their presentations with the class. After the presentations, students will compare and contrast how the presenters portrayed the historical events.

**Teacher:** Anderson, Lee, Melton, & Perrini **Grade/Course:** 7th ELA **Lesson** 11

\*Prerequisites: First of the year responsibilities, pre-assessments, and activities; Tasks 1-3; Lesson 12 (Documentary/Story/Drama Mini-Lessons/Enrichment)?, & Lesson 13 (Guest Speakers)?

\*\*\*Lessons 11-13 are mini-lessons. These lessons are interchangeable.\*\*\*

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| **Unit Title: (1) Two Sides of Every Story** | | **Corresponding Unit Task: Engaging Scenario** |
| **Unit EQ(s):** | How do different authors writing about the same topic shape their presentations of topics? | |
| **Essential Vocabulary** | MLA – Modern Language Association  credible – capable of being believed; believable; worthy of belief or confidence; trustworthy  plagiarism – an act or instance of using or closely imitating the [language](http://dictionary.reference.com/browse/language) and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author  paraphrase - a restatement of a text or passage giving the meaning in another form, as for clearness; rewording. | |
| **Materials/Resources** | \*Works Cited Quick Ref (One for each student and one, cut into strips.)[E:\Grade 7\7thUnit1\Engaging Scenario\Gr7.U1.ES.L11\WorksCitedQuickRef.docx](file:///E:\Grade%207\7thUnit1\Engaging%20Scenario\Gr7.U1.ES.L11\WorksCitedQuickRef.docx)  \*MLA Power Point: [E:\How2UseMLA.ppt](file:///E:\How2UseMLA.ppt) | |
| **Activating Strategy/ Bell Ringer** | Distribute “Works Cited Quick Ref” (Just the references. Don’t show them the types of work, just the examples.)  Give student groups 3 minutes to:   1. Look for the author. 2. Look for the title. 3. Find one more piece of information. 4. Teacher needs to ask questions related to 1-3. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  ***Power Standards***  **W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  **I Can Statements:**  I can… **(W.7.8)**  ….find information from print sources.  … find information from digital sources.  …use search terms.  …define credible.  …decide if a source is credible.  … define plagiarism.  … paraphrase information.  … include quotes.  … cite sources.  **Instructional Plan:**  After class discusses the MLA examples, teacher needs to distribute “WorksCitedQuickRef” to students.   1. Allow the students to annotate the handout. 2. Present the MLA PowerPoint, referring to the handout for note taking. 3. Model writing a citation, using the literature book. 4. As a class, write any 3-4 citations, using various genres. | |
| **Closing/Summarizing Strategy** | Write a seven-word, sentence summary, including the vocabulary words. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Students use a foldable to write notes from these Webpages:  MLA format  <http://owl.english.purdue.edu/owl/resource/747/01>  MLA resources  <http://mlaformat.org/>  Citation Maker  <http://mlaformat.org/mla-format-generator/>  Writing Resource  <http://owl.english.purdue.edu/owl/resource/619/01/> | Use different colored highlighters to highlight the sections of the citations.  (i.e. Title = yellow, Author = green) | Use SIOP model to introduce and explore the vocabulary associated with the lesson. |
| **Assessment(s)** | Students’ Seven-Word- Sentence Summary | | |
| **Reflection** | *(Add your own notes here.)* | | |